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ABSTRACT

Volume 2 of a triad of volumes on the theory and practice in implementing change to achieve school integration, incorporating the experiences of the personnel at a training program for intergroup educators in the Western region, this booklet focuses on motivating change--use of the subpoena, desegregation plans and components, providing for change--staff development, and planning change--use of the force field analysis. For full abstract for the series, see UD 012 812 (Volume 1). For Volume 3, see UD 012 834. (RJ)

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PREPARING FOR SCHOOL DESEGREGATION:

A TRAINING PROGRAM FOR INTERGROUP EDUCATORS

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Information Dissemination Module
Western Regional School Desegregation Projects
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Volume II

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June, 1972

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PREFACE

Late in 1970, the Western Regional School Desegregation Projects (WRSDP) was requested by the Association of California Intergroup Relations Educators (ACIRE) and by the Bureau of Intergroup Relations (BIR), California Department of Education to prepare a training program for intergroup educators in the western region served by the office of Equal Educational Opportunity, Health, Education and Welfare. The program was planned jointly by the Information Dissemination Module of WRSDP and University Extension, University of California, Riverside (UE-UCR). It was structured as an Extension credit course titled "Theory and Practice in Implementing Change to Achieve Integration of Schools."

Community Resources Limited, Ann Arbor, Michigan, (CRL) was contracted to develop and present the training program. Dr. Mark Chesler, who had previously been commissioned by HEW to prepare a series of manuals on school desegregation, was selected as the Project Director. In addition to Dr. Chesler, four other staff consultants from CRL were appointed project trainers. These were Dr. Alan Guskin, Provost, Academic Affairs, Clark University, Worcester, Massachusetts; Dr. David Sanchez, Jr., Assistant Professor, Ambulatory and Community Medicine, University of California, San Francisco and member of the San Francisco Board of Education; Dr. Morton Shaevitz, Dean and Director of Counseling and Psychological Services, University of California, San Diego; and Will Smith, Dean of Student Affairs, University of California, San Diego. Mark Chesler is Associate Professor of Sociology at the University of Michigan.

The three consultants from California furnished a knowledge of local problems and policies as well as considerable experience in school and community organization. Dr. Chesler and Dr. Guskin had extensive background in research and the sociology of institutional change. The combination provided a multi-ethnic, multi-racial staff with a diverse set of practical and intellectual skills and resources.

Including planning and follow-up the program spanned a year in time, the training sessions actually running from April through November, 1971. It was supported and monitored by WRSDP and UE-UCR staff. Three consultants from the BIR attended regularly. Twenty-four school districts in California, Arizona and Nevada participated in the training sessions.

Screening into the Program was made by ACIRE, BIR and WRSDP with the final selection reserved to CRL. Each intergroup specialist who participated was required to identify a key school person in his district to be his or her teammate at the conference sessions.

The objectives of the program were agreed upon by Dr. Chesler and Dr. James Hartley, Coordinator of the Information Dissemination Module of WRSDP and Dean of University Extension. The training sessions were administered by Dr. Kathleen Siggers, Program Coordinator of the Information Dissemination Module.

Evaluation and documentation was conducted by WRSDP and CRL, both informally during the training sessions and formally by structured and open-ended questionnaires completed by the participants. All sessions were taped by WRSDP. The transcripts from these tapes formed the base for the final evaluation and for the publications that have resulted.

In December, 1971, WRSDP published a presentation made by Mark Chesler to the Intergroup Educators Training Program. This paper was

also published in the Fall issue of The Journal of Applied Behavioral Sciences.

The triad of bulletins in the present publication is a final contribution to the program from the CRL training team. These three volumes capsulate the activities experienced by those who attended the training sessions. They deal succinctly with the how-to of "implementing change to achieve integration" in both "theory and practice." The bulletins should be a valuable addition to the resources available for helping schools and communities move through the difficult tasks of desegregation and integration.

WRSDP considers it a privilege and a pleasure to be able to conclude one of its major Title IV projects with such a worthwhile documentary. Congratulations are due Community Resources Limited.

A special thanks is extended to the Training Program members who shared their rich, intercultural experiences and their capacity for openness and honest appraisal with the program staff and with each other. A list of the individuals who participated and the school districts they represented is included in this publication.

--Kathleen Siggers
Editor

List of Participants

Alum Rock School District
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- Walter Symons, Assistant Superintendent, Instruction
- Donald Ayers, Principal, Millard McCollam Elementary School

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- Dr. Donald P. Rucker, Superintendent

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- Bernard Flanagan, Director, Certified Personnel

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Vallejo School District

Louis Farone, Principal, Solano Junior High School

Jesse Bethel, President, Vallejo School Board

Department of Education, State of California

Julio Escobedo, Consultant, Bureau of Intergroup Relations

Charles Godoy, Consultant, Bureau of Intergroup Relations

Alex Gunn, Consultant, Bureau of Intergroup Relations

CHAPTER V

MOTIVATING CHANGE: USE OF THE SUBPOENA

One of the problems faced in all training programs and all change efforts is the development of an appropriate motivation for change on the part of the participants. It is clear that a large part of the impetus for desegregation in local school systems is the conviction on the part of leading educators that it is an educational necessity and that they must advocate change. At the same time, local community pressure from minority groups and elements of liberal majoritorians can generate demands and the ensuing motivation for parents, students and teachers to commit themselves to effective desegregation. Finally, and perhaps most potently, the reality of judicial pressure from court decisions has been a strong influence on many educators and citizens to move toward change in the racial status of our schools.

Throughout the training program we looked at the development of motivational forces from all of these sources. In order to examine the function of judicial processes as a motivator for local system change, the training staff used a subpoena situation on which the conference participants were required to act. This simulated the legal pressures exerted by court action to force system desegregation. In order to make the exercise more effective we used a recent case decided by Judge Stanley Weigel of the Northern District of California. The simulation, Mendez et al vs. Blank School District, was presented as a training exercise. The participants were "ordered" to provide a rationale for their district's

compliance or failure to comply with the subpoena within sixteen hours--in other words, by the next day!

It was our purpose to place training group participants under political and time pressures similar to those we anticipated they might experience in their local school district. Each school system represented by its team of two or three persons spent the evening trying to decide whether its school could comply with the subpoena demands. Any school system that thought it would have difficulty complying with the development of a plan of the sort noted in the subpoena could appeal to a "three-judge panel" composed of the consultants. This panel would consider all needs for arrangements that modified the subpoena. Several systems did present appeals. Some appealed in order to create a simulation more distinctly appropriate to their local school system and their particular roles. Others asked for a delay.

The fact that this simulation closely approximated reality was borne out by the fact that one school system subsequently dropped out of the training program presumably because this subpoena placed it under pressures too great for its members to cope with in their local situation. In addition, several participants took the subpoena back to their local districts and informed administrators and school boards of the kind of court action they could anticipate if they did not act quickly.

The staff felt this subpoena provided training group participants with a motivation to develop plans for desegregation more rapidly than would abstract discussions of the need for change.

S U B P O E N A

IN THE UNITED STATE DISTRICT COURT

FOR THE DISTRICT OF CALIFORNIA

No. X - 31 1211

Luis Mendez, Jr., et al., Plaintiffs,

vs.

_____ School District, Defendants.

et al.,

_____ are hereby ordered to appear before said U.S. District Court to show in a confidential memo your district's rationale for compliance or failure of such with request for delay regarding the following Memorandum and Order within 16 hours.

(For Educational Purposes Only)

Memorandum and Order Requiring the Parties to File Plans for School Desegregation

Within the past two weeks, the Supreme Court of the United States decided six cases then pending before it. Last week, the six decisions were handed down.[1/] Each decision was unanimous.

While the six decisions did relate to Southern states in which there had at one time been "racially separate public schools established and maintained by state action" [Swann v. Charlotte-Mecklenburg Board of Education, 39 U.S.L.W. 4437, 4438 (U.S. April 20, 1971)], neither the logic nor the force of the ruling is limited by any North-South boundary line.

For the past seventeen years, every Supreme Court decision on the subject has consistently struck down racial segregation in public schools resulting from laws which either directly or indirectly required or contributed to such segregation.[2/] Last week's decisions fortify--do not water down--the prior holdings. And the Supreme Court has never condoned any double standard of constitutional compliance based upon geography.

Today, based on the above, it is clear that to correct unlawful racial segregation in public schools:

1. Busing can be required and state law may not prohibit it.
2. Racial balance or quotas may be judicially imposed.
3. Some students may be permitted to attend schools near their homes; others may be required to attend distant schools.
4. Any student may be required to attend a particular school

because of his race.

5. United States District Courts have exceptionally broad equity powers to shape decrees to meet the complex problems of protecting the constitutional right to equality of educational opportunity.

It is now clear, too, under last week's Supreme Court decisions, that the Defendants' Board of Education possesses powers broad enough to correct the unlawful segregation which still persists in the District's elementary and secondary schools.[3/] And, of course, to repeat for emphasis, it is now clear that the Court has both the power and the duty to do so if the school authorities fail or refuse.

Defendants should prepare themselves to be ready promptly to meet whatever requirements may be delineated by the Supreme Court of the United States. Once the Supreme Court has laid down the law, no person or agency bound by that law, nor any court, can be permitted delay in conforming to the legal requirements.

It would appear, therefore, that defendants would do well promptly to develop plans calculated to meet the different contingencies which can reasonably be forecast. If, for example, the Board of Education or its representatives works out details for maximum changes based upon the assumption that the Supreme Court will require them, the Board will then be able to act effectively, in case of need, without causing confusion and with a minimum of unnecessary dislocation. Should the decisions of the Supreme Court not require such substantial changes, the Board and those connected with it will at least have made what ought to be productive studies of various means for promoting equality of educational opportunity.

In the light of all of the foregoing, the Court hereby orders defendants to file, on or before June 26, 1971, a comprehensive plan for the desegregation of all public schools within the defendants' jurisdiction to go into effect at the start of the school term in the fall of this year. The Court hereby also orders the plaintiffs to file such a plan on or before that date for the assistance of the Court in the event the Court should find defendants' plan inadequate or otherwise deficient.[4/]

For the general guidance of both plaintiffs and the defendants, the Court directs the parties to perfect their plans not only in the light of all relevant decisions of the United States Supreme Court but particularly in the light of the remedies approved in Swann, supra, and its companion cases. The Court also deems it appropriate to suggest that each plan should be carefully prepared in detail to insure accomplishment of at least the following objectives by the start of the 1971 fall school term.

1. Full integration of all public elementary and secondary schools so that the ratio of Mexican American and Black children to White children will then be and thereafter continue to be substantially the same in each school. To accomplish this objective, the plans may include provision for:

   a. Use of non-discriminatory busing if, as appears now to be clear, at least some busing will be necessary for compliance with the law.

   b. Changing attendance zones whenever and wherever necessary to eliminate or head off racial segregation.

2. Assurance that school construction programs will not promote racial segregation whether by enlargement of existing facilities or location of new ones or otherwise. (The California Field Act.)
3. Establishment of practices for the hiring of teachers and and administrators which will effectively promote racial balance in the respective staffs.
4. Establishment of practices for the assignment of teachers and administrators which will effectively promote racial balance of the respective staffs in each school.
5. Establishment of practices for the assignment of teachers and administrators which will effectively promote equalization of competence in teaching and administration at all schools.
6. Avoidance of use of tracking systems or other educational techniques or innovations without provision for safeguards against racial segregation as a consequence.

The foregoing delineation is not intended to limit the scope of the plans to be filed nor to hamper creativity by those who prepare them nor to specify details better spelled out by qualified experts in education. The intent, rather, is to indicate requirements which, in the light of the facts before the Court, are necessary for compliance with the law.

That is the thrust of all of this--the law must be obeyed. The Court fully understands that public opinion is divided on many questions relating to desegregation of our schools. But disagreement with the law is no justification for violation. And, where as here, segregation

in our schools has been fostered by action and inaction over a long period of years, the law requires corrective measures.

The Court fully understands, too, the many complicated, difficult and serious problems which must be solved. They run the gamut from those of finance and geography and personnel on through to the emotional. But the difficulties are far from insurmountable. A genuine will to meet and overcome them is the first requisite.[5/]

The stakes are surely high enough to generate that will. Respect for law in the education of the school children of the city of today can do much to reduce crime on the streets of the city of tomorrow.

In any case, the Court, as heretofore, retains jurisdiction to take such further action at any time as it may deem necessary to provide for compliance with the Constitution and laws of the United States.

Dated: April 30, 1971.

MARK CHESLER
Judge

Footnotes

1/ Swann v. Charlotte-Mecklenburg Bd. of Educ., 39 U.S.L.W. 4437 (U.S. April 20, 1971); Charlotte-Mecklenburg Bd. of Educ. v. Swann, 39 U.S.L.W. 4437 (U.S. April 20, 1971); Davis v. Board of School Commissioners, 39 U.S.L.W. 4447 (U.S. April 20, 1971); North Carolina State Bd. of Educ. v. Swann, 39 U.S.L.W. 4449 (U.S. April 20, 1971); McDaniel v. Barresi, 39 U.S.L.W. 4450 (U.S. April 20, 1971); Moore v. Charlotte-Mecklenburg Bd. of Educ., 39 U.S.L.W. 4451 (U.S. April 20, 1971).

2/ See, e.g., Green v. County School Board, 391 U.S. 430 (1968) and Raney v. Board of Education, 391 U.S. 443 (1968) (holding "freedom of choice" plans unconstitutional); Griffin v. County School Board, 377 U.S. 218 (1964) (holding unconstitutional the closing of all the schools in one county); Goss v. Board of Education, 373 U.S. 683 (1963) (holding unconstitutional a free transfer provision by which students were allowed to transfer, solely on a racial basis, from the school to which they had been assigned by virtue of redistricting if they were in a racial minority in their new school).

3/ FINDINGS OF FACT AND CONCLUSIONS OF LAW. The Court, having considered the voluminous evidence presented by the parties, hereby finds:

1. That public schools in the defendants' School District are racially segregated.

2. That acts and ommissions of the defendants' Board of Education are proximate causes of the racial segregation.

3. That such acts include:

   a. Construction of new schools and additions to old schools in a manner which perpetuated and exacerbated existing racial imbalance.

   b. Drawing attendance zones so that racial mixture has been minimized; modification and adjustment of attendance zones so that racial separation is maintained.

   c. Allocating a highly disproportionate number of inexperienced and less qualified teachers to schools with student bodies composed predominantly of Mexican American and Black children.

4. That such omissions include:

   a. Failure to accept suggestions offered by school officials regarding the placement of new schools so as to minimize segregation.

b. Failure to adopt a policy of consulting with the Director of Human Relations of the School District as to the predictable racial composition of new schools.

c. Prolonged failure to pursue a policy of hiring teachers and administrators of minority races.

d. Failure to take steps to bring the racial balances in all schools within the guidelines set by the State Board of Education.

e. Failure to adopt sufficient measures to improve the education of children in predominantly Mexican American and Black schools despite the Board's knowledge that education in these schools was inferior to that provided in predominantly White schools.

Having found these facts, the Court concludes that segregation which exists in defendants' public schools results from state action and is unconstitutional under Brown v. Board of Education, 347 U.S. 483 (1954), as well as under later decisions of the Supreme Court of the United States. Because time is of the essence in vindicating the right of all school children in said district to equal educational opportunity, the Court now enters only preliminary findings and conclusions in support of the order made today. The citations to the record by no means exhaust the substantiating evidence before the Court. More extensive findings of fact and conclusions of law will be filed as occasion may arise.

4/ The Court itself will not hesitate to appoint one or more consultants to assist it should that later become necessary or advisable. Regarding the Court's power to do so, see Swann v. Charlotte-Mecklenburg Bd. of Educ., 431 F.2d 138 (4th Cir. 1970) at 148.

5/ ". . . The problem of changing a people's mores, particularly those with an emotional overlay, is not to be taken lightly. It is a problem which will require the utmost patience, understanding, generosity, and forbearance from all of us, of whatever race. But the magnitude of the problem may not nullify the principle. And that principle is that we are, all of us, freeborn Americans, with a right to make our way, unfettered by sanctions imposed by man because of the work of God." J. Skelly Wright speaking in Bush v. Orleans Parish School Board, 138 F. Supp. 337 (E.D. La. 1956) at 342.

CHAPTER VI

DESEGREGATION PLANS AND COMPONENTS

Throughout the training program it was clear that participants were gaining needed skills in planning local desegregation programs. Some school systems developed fairly comprehensive plans for the desegregation of their system; others merely had pieces of plans in place. It was the conviction of the training staff that there needed to be substantial sharing of plans and plan components among all the participants in the program. Too often a training program of this sort constitutes an individual learning experience for some members with an inadequate sharing of resources that could multiply the sources of expertise and the learning that occurs within the training group.

Each team was asked to consider whether they in fact had developed a "comprehensive" desegregation plan for its system or not. By comprehensive plan we meant one that spoke to the needs for change in teacher, administrator, student, community, board, and curriculum aspects of their system. Those schools that felt they did have comprehensive plans were asked to post them on large sheets of newsprint.

When these plans were posted representatives of that system explained the details of the plan to the rest of the participants. The other team members quite naturally asked probing and leading questions to further clarify and in some cases to confront and challenge aspects of plans that had been developed.

Examples of Comprehensive Desegregation Plans

School System I

1. Full desegregation:
   a. Walking and satellite area for each elementary (K-5)
   b. Establishment of 2 middle schools (6-8)
   c. City divided into zones containing about 600 pupils for future necessary revision

2. Busing pupils of all racial groups

3. Zones are changed when school is out of balance (2 changes '70-'71) (Range 18-32)

4. No construction envisioned -- all schools conform to Field Act

5. Hope for board policy towards minority hiring practice July 1 -- has support of Teacher's Association and District Advisory Committee in recommendations to board

6. Current minority staff equally distributed in schools

7. Beginning discussion in teacher competency with a look at district test results -- every child

8. Building sequential progress programs -- accountability for any tracking

School System II

1. Teacher training:
   a. In-Service Training
   b. Definition of Teacher Competency (in Multicultural Environment)
   c. Cross fertilization
   d. Positions of Authority for minority individuals

2. Curriculum:
   a. Multicultural curriculum added to graduation requirements
   b. Faculty released time for multicultural training

3. Community Involvement:
   a. District advisory committee on Human Relations
   b. Para-professional aides
   c. District-Community-Student Ombudsman

4. School Board:
   a. In-service training
   b. Desegregation commitment policy
   c. Monitoring and evaluation timetable

5. Student Involvement:
   a. Student Human Relations clubs
   b. County Human Relations Conference
   c. Community multicultural involvement programs
   d. Presentations to school board

6. Administrator Change:
   a. In-service training
   b. Hiring Minority personnel
   c. Cross Fertilization
   d. Desegregation commitment.

School System III

1. Desegregation:
   a. Students -- minority percentage not above 25%
   b. After 1 year students could return to Home School
   c. Transportation Code 1 1/2 miles

2. Assignment Plan:
   a. Voluntary transfers -- Encouraged and recruited
   b. Students' R. Team

3. Random Selection -- to round out racial balance and ease crowding

4. Activities:
   a. Orientation days
   b. Visitations -- Campus, classes, rap sessions, programs, picnics,
   c. Registration, human relations groups.
   d. Brochures, newsletters, press releases, 1800 needed, got 1471 volunteered

5. Teachers:
   a. Policy made by teachers to transfer staff
   b. Volunteers - certificated - classified
   c. Staff making priority choices
   d. Draft by principal (new school 1st choice)
   e. HEW Grant, advisory specialist, multi-cultural education

6. Parents:
   a. School community council
   b. Instructional volunteers
   c. Parents block groups
   d. P.T.A.

7. Curriculum:
   a. Workshops $100,000-3 years
      Social Studies
      English
      Science
      Home Economics
      P.E.
      Counselor -- Special Services

b. Reading workshops in each subject area
c. Teachers must learn to teach reading
d. Two Prep periods -- 1 period used for small group instruction in reading

8. Administrative:
   a. Check out records of incoming students--needed--students
   b. Special programs--teachers
   c. Mini courses--departments
   d. Requirement for graduation changed
   e. Mid-year graduation for seniors
   f. College coordinator - counselor
   g. Community liaison workers--campus aides
   h. Inservice workshop--Report concerns to superintendent's council
   i. New Aides work 2 weeks beside experienced aides before reporting to their own campuses

School System IV

1. Desegregation:
   a. Change of school boundaries
   b. Closing of at least two schools (fewer and larger schools)
   c. Open enrollment
   d. Limited, designated busing
   e. Annual evaluation and necessary revision

2. Personnel:
   a. Active recruiting of minorities
   b. Mandated in-service education
   c. Involvement in initiative, evaluation and revision of curriculum

3. Educational Program:
   a. Evaluation and revision of goals and objectives
   b. Change in graduation requirements as per SBI
   c. Expanded curriculum offerings
      Ethnic and multi-cultural studies
   d. Elimination of grouping and tracking; freedom of course and teacher selection
   e. Inter-cultural classroom and school exchange program

4. School Board:
   a. Policy statement re: Equal Opportunity
   b. Adoption of Master Plan

5. Student Involvement:
   a. Student board of educators
   b. Initiative and evaluation of curricular offerings

6. Community:
   a. Extensive participation in master planning--all phases

School System V

1. Teacher Involvement:
   a. Summer workshop for ethnic studies (18 teachers for 2-week period) K-6
   b. Task Force Inservice (each school represented)
   c. Two (2) secondary teacher writing U.S. packet to strengthen ethnic studies program
   d. Minimum days (5) for secondary curriculum development (also) elementary)
   e. Four minimum days for human relations workshop (certified and classified)
   f. North Campus (high school) organize a teacher-parent-student committee

2. Curriculum Involvement:
   a. Citizens advisory committee to school
   b. Superintendent-parent advisory council
   c. Model cities education committee developed:
      Comprehensive pre-school
      Model elementary school
      Bilingual program
   d. Para-professional aides

School System VI

1. Teacher Involvement:
   a. Inservice
   b. Task force
   c. Affirmative action-hiring
   d. Intern program

2. Curriculum:
   a. Mini courses ethnic studies
   b. Black/Chicano teacher input in curriculum council

3. School Board:
   a. Adoption of integration policy

4. Administrator Change:
   a. Affirmative action hiring-upgrade
   b. Inservice
   c. Task force on integration

5. Student Involvement:
   a. Task force on integration
   b. Community seminars

6. Community Involvement:
   a. Task force on integration
   b. Community seminars

School System VII

1. Desegregation Plan Concepts:
   a. Fund new school plants (40% present building unsafe--Field Act)
   b. Locate new plants strategically for racial balance
   c. Redraw attendance zones
   d. Curriculum Change
      HOLA and S3C2
      "Humanities Oriented Language Arts"
      "Human Dignity through Social Studies"
   e. Affirmative action in hiring minority teachers
   f. Intergroup relation committee
      Subcommittee at each independent school
   g. Short range problem-solving committee
   h. Student members on school board (non-voting)
   i. Para-professional school-committee liaison people
   j. Weighted reading improvement program (elementary)

School System VIII

1. City divided into 7 zones

2. Each zone racially and ethnically balanced by state guide lines:
   a. Spanish: 2.5%-27.4%
   b. Other White: 19%-46.4%
   c. Black: 14.4%-35.5%
   d. Asian: 3.8%-30.2%

3. Building utilization: 72.6%-141.6%

4. Pupil population by zones: 4,507-9,862

5. Advantages:
   a. Zones are compact
   b. Desegregated school are only slightly affected

Subsequent to the discussion of comprehensive plans all participants were asked to identify the most innovative component of their plans with regard to ways of dealing with 1) the school board, 2) the curriculum, 3) administrator roles, 4) student roles, 5) teacher roles and activities and 6) community involvement. These innovations were listed on newsprint and posted around the room. Members of the training program then questioned, challenged, probed and learned about these innovative portions of general desegregation plans.

It was clear that through this exercise many participants discovered new ideas that they could use in their own school system. At the same time some teams that felt they had been progressing quite well were given a spotlight opportunity to explain the exciting things they were doing and to gain reactions from peers.

Innovative Components of Desegregation Plans

School Board

Newly constituted board becoming study committee on progress of desegregation--meeting with special interest groups towards the formulation of additional necessary policy

A periodic retreat involving all board members, principals, counselors and teachers

Comprehensive 'Master Plan' provision for annual review

Funds budgeted for a design team to study needed change in education; approval of decentralized decision making--teacher equivalents

Inservice training; hearings on firing of Title IV coordinator

Curriculum

Large number of experimental schools. An example that is exceedingly different is the Equal One School

Faculty Curriculum Council--has parents, students, business/industry as advisors

Broadening of depth and scope of ethnic studies--bilingual education and ESL

Expanding "Team Teaching--Continuous Progress Instruction" to 4-6 grade level--teacher training under Mr. Hunter, UCLA Elementary School

Teacher preparation of individual learning units in ethnic studies under direction of Intergroup Department now in progress

Seventh and eighth grade curriculum workshop developing multi-ethnic curriculum for 7th and 8th grade social studies classes

Slide programs for various ethnic groups

(Elementary) Open School Study, CTA Consortium

(Secondary) Alternative Education--School-within-a-school

Prestige School (integrated)--low teacher-pupil ratio (17-1)

Eighteen teachers for 2-week workshop on ethnic studies development

Two teachers using master degree project to develop secondary project

Administrator Change Roles

Encouraging behavior changes in personnel which will improve interracial understandings

Restructure school organizations of K-4, 5-8, 9-12

Redesigning job descriptions of principals (5-8)

Decentralization of the district into three regions

Each region is administered by an Associate Superintendent with supportive staff

Decentralized decision making--teacher equivalents

Board set aside funds for design team

Dual principalship for high school

Establishment of an Intergroup Educational Department; appointment of a black director

Decentralization; sensitivity training for administrators

Deselection of administrators

Affirmative action--personnel and contracts

Student Involvement (Training, Program, etc.)

Student board of education; desegregation workshop

Sister-school student involvement in curriculum areas--social science, music, etc.

Division of student body into smaller units (houses); houses serve as human relations units; weekend and overnight retreats to help facilitate human relations efforts

Student seated on Board of Education

Student Board of Education and a representative on senior board with power to request reports and discuss and make recommendations of all senior board agenda

Eight students on advisory board; three student representatives on school board; four secondary schools with I.G. Congress

Six schools desegregating in September--each has had orientation meetings and plan for more in fall as well as a picnic for parents, teachers and students

Student representative on Board of Education

Master plan citizens' committee

School-community advisory boards

Leadership training program

Screening committee for community-school director

Human relations clubs in eight high schools; communication emphasis plus program sponsorship

Teacher Involvement (Training, Planning, New Roles, etc.)

Participation of teachers on desegregation/integration planning and in-service committees

Role playing, simulation (also involved administrators, parents, board, counselors, professional organizations)

Teachers assigned to house units each being responsible for two students to aid in the individualization of instruction

Multi-cultural education in-service training cadre formed, trained and given responsibility for training school staffs (with extra pay)

Secondary schools--personnel established for teachers in each school to coordinate ideas and programs

Two teachers on school integration planning committee

District-wide teacher in-service training program

Administrators and teachers Task Force in Title IV program

Teacher committee to develop ethnic studies materials and curriculum, grades K-6

Title IV in-service funds, in part, given to individual schools where teacher dommittee can plan in-service on problems incident to desegregation

Weekend conferences on ethnic groups

Human relations minimum-day program (5)

Master Plan Citizens Committee

School site advisory boards

Affirmative action--hiring

Community Involvement (Planning, teaching, etc.)

Principal's advisory committee (parents)

Task force on integration

School-community advisory groups at each school

Community participation in selection of principals

Master plan citizens' committee

Polyethnic advisory committee

High school community board

Parent advisory groups (E.S.E.A.)

Involvement of citizens' committees--development of master plan

Bilingual parent-teacher involvement training

Program (Title IV)

Conferences developed by Chicano and Asian communities involving school personnel and community people

Community organizations submitted integration plans or elements of a plan to the Integration Steering Committee

Twenty-five adults (lay people) strong part of Advisory Board

To court July 6 as a result of community pressure

A couple of parents doing volunteer service (teaching art)

Organization of Superintendent's Parent Advisory Council

CHAPTER VII

PROVIDING FOR CHANGE: STAFF DEVELOPMENT

Precisely because integration is a new form of schooling, it requires personnel capable of doing new things in new ways. Consequently, adequate preparation should include programs to retrain or supplement the training of teachers and principals.

Recent reports of newly desegregated schools and classrooms indicate that the entrance of minority students has activated many white students' hostility and discomfort with persons they perceive to be different from them and who are sources of threat. Many black and brown students have often come away from desegregated experiences with pessimistic and/or negatively realistic views of the potential for racial harmony. Surely there are instances of positive change as well, but to accomplish this requires great skill, energy, and patience on the part of all members of the school and classroom social system.

Teachers' and principals' responsibilities for guiding and promoting positive learnings in an interracial situation are very clear. In a number of ways, the desegregated school is like any other school. Similar problems of instructional competence, diagnostic knowledge of one's students, relations with students, management of peer relations, and effective evaluation must arise. A teacher who is a skilled and fully competent professional has a good start on being successful in a desegregated situation. But the interracial classroom also presents some different challenges to racially segregated America.

1. Since the cultural heritage of mutual ignorance, distance, antagonism and fear between the races probably is present in the minds and views of all Americans, teachers must wrestle with their own racism.

2. In a similar fashion student peer relations are likely to be constrained and affected by deeply rooted racist attitudes and behaviors.

3. Since few schools of education offer courses focusing on racial aspects of education, most teachers are not prepared by their preservice experiences or training for this instructional challenge. Teachers also will have few colleagues with whom they can openly share fears, hopes, tactics, successes and failures.

4. Since most schools and communities that have and will have desegregated facilities are new to these patterns, they will experience new pains without a body of tradition and experience to call upon to help handle problems.

5. Advocates of racially distinctive and/or separate education continually raise doubts, for students and educators, about the viability and stability of desegregated classes and curricula. White teachers especially will have to cope with questions about their relevance in a minority community; black and brown teachers may face demands to be loyal to new definitions of ethnic pride.

6. The structure and content of American education presents a white-dominated institution whose racism surrounds and constrains all anti-racist acts individual teachers may try to invent.

In this discussion of educator change we delineate change targets and elaborate training methods or strategies for creating change. Targets are persons or relations representing the foci of educator change efforts; they include forces which, when altered, could permit or induce change about educational-racial matters. Strategies represent ways of proceeding to encourage, permit or create change. The accompanying chart presents a number of potential targets and strategies.

Targets and Strategies for Teacher Change in Interracial Situations

TARGETS / STRATEGIES	Books	Audio-Visual	Laboratory Training	Survey Feed-back	Peer Sharing Sessions	Team Forma-tion	Confrontation Search	Problem Solving Exer-cises	Behavioral Science Research	External Consultations
Knowledge of Students										
Teachers' Own Feelings										
Teaching Practices										
Peer Relations										
Administration Relations										
Community Relations										

Targets of Educator Awareness

Educators unaccustomed to positive racial interaction must first become aware of and deal with their own reactions to people of another race. White, black or brown persons who teach in public or private school classrooms are all part of the American Society. This society has been built and is maintained upon racially separate living, working and schooling patterns. White teachers can be expected to have the same racist feelings of confusion and fear as do most white Americans. Certainly we can expect that these views in one way or another affect the kinds of alternatives teachers are able to perceive or make use of in the classroom.

The common expectation that open confrontation of racial feelings is a Pandora's box of destruction and chaos, for instance, inhibits many teachers from dealing with students' real feelings in class. The teacher who erroneously expects poor minority student performance often may create it by his own fear or lack of enthusiasm. Students sense this judgment and often are not motivated to excel or exert themselves. Having found the worst, the teacher's expectations thus are confirmed.

White teachers often hold low expectations for their black and brown charges but this is by no means merely a racial phenomenon. Black or brown teachers who are in stable professional roles also often underestimate the ability of lower-class students. The stereotyping of black, brown, white, rich and poor youngsters happens across the board. Serious examination of oneself may not change one's views, but it may help teachers and principals understand the potential effects of their views and control their expression. Then teachers and principals may be free to experiment with new forms of teaching or working with persons of other

races or cultural backgrounds.

Teacher Change

A training program also should attempt to clarify and explain characteristic attitudes and behaviors of youngsters in the classroom. This might be done, in part, by reviewing the cultural styles or biases in the youngsters' or groups of youngsters' families or backgrounds. Other forms of data could include students' values about the school, race relations and community issues. Of course, overgeneralization and reverse stereotypes have to be avoided in all these efforts. The teacher who understands different groups' perceptions of racism and expectations of school can develop a sounder base for classroom planning.

While it is often assumed that knowledge of oneself, one's role and one's students will lead directly to improved classroom practice, many teachers and principals fail to act in accordance with increased knowledge or new intentions. The failure may be due to lack of motivation, lack of skill, or to other barriers which must be considered and modified for training to be effective.

One substantial deterrent to implementation of new ideas is the anticipated reactions of colleagues. The traditional notion that a teacher is and should be a fully autonomous professional prevents many educators from seeking or receiving help. Asking for help often is interpreted as a sign of weakness or incompetence. Giving help is sometimes considered "butting in" or "being a know-it-all." Those who help take the risk of appearing arrogant and omniscient rather than supportive.

Teachers would do well to begin with the recognition that they do have significant expertise in how to teach and that their talents can be

shared and augmented through training in intergroup relations. These issues may be especially poignant on an interracial staff. A segregated staff, or an interracial staff fearful and unwilling to confront and counter its racism establishes a negative model of race relations for students.

New Administrative Policy and Procedures

The organized efforts of teachers to be helpful in the advancement of each others' professional competence may require new structures and styles of organizational management. Instead of each school being provided with an educational leader in the person of the principal and staff of teacher-workers, we need to explore and train educators for more decentralized and plural forms of peer initiative and responsibility. Thus, the character of the school administration is clearly another target for change activities relevant to reducing classroom and school racism.

Administrators can help set a systemic atmosphere that encourages efforts to try out new things with youngsters and with peers. It is clearly not enough for principals to feel a certain way about these matters. For teachers who are constantly attuned to the nuances of administrator reward or punishment it is important that supervisors publicly and obviously demonstrate their concern. The tone set by administrators influences not only teachers; students also behave in response to certain administrative cues and leads.

The creation and maintenance of an effective desegregated teaching and service staff is obviously an important step in this regard. The white principal in a largely black community faces special problems, just as do white teachers. Community pressure for black and brown professional leadership is a natural outcome of such circumstances, and educators

unprepared for impersonal attacks on this basis will be unable to exert any effective leadership in school affairs. The mere existence of a white-staffed school in a largely black neighborhood is evidence of institutional racism. Whether this can ever be overcome without new staffing patterns is a good question.

Community Participation

A final focus for change efforts is the community within which the particular school or school system operates. In understanding and modifying youngsters' classroom behavior, teachers need to consider how youngsters can change apart from related change in their social surroundings. If new peer relations are explored and created in class but not realized in extra-classroom situations the resultant discrepancy may be painful for everyone involved.

Teachers who attempt classroom changes may have to deal with resistance and opposition from their own family and social community. White and black or brown pressures for separatism, whether couched in rationales of fear and defense of standards, or ethnic pride and protection, may be expected to affect the classroom situations. Although these forces differ in suburban from barrio and ghetto environs, they similarly strengthen student distance, weaken teacher resolve and threaten massive school disruption.

Many educators try to solve their management problems by keeping the community ignorant about what they are doing in the schools. One result of this posture is that both the community and the school system are systematically deprived of mutual resources and potential help. The school can enter into community affairs by championing positions on economic and legislative matters that support and qualify desegregation

effort. The major difficulty seems to be one of enabling teachers and the school system to see and use the community's members and agents as collaborators and potential helpers instead of as perennial enemies.

Renewal Strategies for Educators

Although teachers are inundated annually with books presenting every conceivable type of message, very few books center explicitly on what to do in an interracial classroom. Distillations and abstractions of experience only rarely have been provocative or practical, and there is no clear evidence that reading about new ideas can create the set of complex skills required to translate ideas into classroom activities. Such works can, however, stimulate the creation of other strategies or be useful as reference works.

Films, photographs or recordings have similar limitations unless accompanied by discussions or demonstrations of their implications for the classroom. Raising and discussing questions in a group of peers or through role playing adds further to the range of views any one person may suggest.

Some teachers need to learn how to talk directly with peers. Practice in giving and receiving feedback, in observing each others' classrooms, and in coping with differences in teaching ideologies would help increase their skills. Sharing is more than exchange of information. Although educators often talk together their conversations too seldom add to the development of professional skill and expertise. Some teachers and principals have developed creative ways of responding to interracial situations. The rest of the profession desperately needs to learn from their experience. Formal opportunities for professional sharing encourage deliberate rather than casual conversation.

Climate of Openness

The principal who wishes to encourage sharing among teachers must develop: 1) recognition by the staff of a "need to know" what others are doing, a need to fill the gaps in common ignorance; 2) a climate within the school of interpersonal intimacy and trust among colleagues so that difficulties can be admitted and resources shared without competition and judgment.

The greatest number of innovations and sharing of ideas is likely to occur in schools that offer planned opportunities for professional dialogue and interaction, enhanced feelings of involvement and influence in school, and support from teachers' peer groups and principals. Principals need training in the procedures by which they can encourage this kind of climate. Their training might encompass exposure to new techniques of educational management and an opportunity to practice these techniques in a simulated or actual situation.

Training programs to improve principals' skills should include a component for sharing ideas. Principals, like teachers, need to discover and reinforce creative expressions of each others' talents. Such exchange requires both an analysis of the barriers to open exchange and practice in reducing them cooperatively.

Research from industry and government stresses the value of professional decision-making groups in creating feelings of social cohesiveness, a sense of adequacy of performance, and satisfaction with one's work. Training can assist teachers to work in planning teams to: 1) help identify classroom problems, 2) diagnose school needs, and 3) establish support for change. The skills required for these group tasks can be taught. Teachers and administrators may be influenced to

use the new expertise to revise school organization, but different structures are not likely to be very effective without the necessary social and organizational skills.

Group Process Designs

Renewal or retraining also may utilize a "confrontation-search" design. In this approach a dilemma or serious problem is presented as realistically as possible so participants are compelled to respond in unfamiliar ways. For example, a white teacher may be presented with black students' distrust or disapproval, with class failure, or with the alienation of black colleagues. A black teacher may be shown a black child brutalized by a black janitor, or the reverse. Principals may hear a tape recording of black and white youngsters or teachers describing the first days of desegregated schooling. Participants then are offered a range of resource materials potentially applicable to elaborating, investigating, and/or resolving the confrontation. Search or resource materials for educators faced with these confrontations might include colleagues who have had such experiences, compendia of potentially useful classroom practices, social science reports, names of parents and community leaders, and youngsters.

Laboratory training devices, praticularly training groups, are also used to develop skills of teachers and principals. Group process training may differ in its focus from intrapersonal or interpersonal dynamics to skills in classroom management, organizational development, and problem solving. However, all such groups attempt to help members to give and receive feedback and to consider making changes in their own styles through an analysis of what they feel and observe in their small group. Sufficient interpersonal trust may enable persons to be more honest and

open about their personal or controversial views on racial matters. Such openness is probably a precondition for testing one's views, getting feedback and clarification and trying out new behavior.

Training in human relations has been used to increase racial insight among black and white adults, between adults and students, and between teachers and principals. Most advocates of laboratory training no longer think the sensitivity training group should be the principal device for re-education. Role playing, simulations of school and classroom dynamics and skill practice exercises are techniques also used in comprehensive efforts to help educators learn new skills. Giving and receiving feedback, providing helpful consultation to colleagues, clarifying values, resolving conflict, and listening are some of the skills in human relations which can improve teaching.

These techniques have been used to prepare teachers for serving on interracial faculties. Principals who learn them along with interracial groups of teachers may be better able to follow them in their own schools.

Diagnostic Procedures

One strategy for educational change involves the collection of data about the attitudes or interactions in a school or community and the feedback of those data, with interpretations, into the school. Teachers or principals who can see the results of their own behavior may desire to change to ways more fulfilling and satisfying for them.

Within the classroom information may be collected about the patterns of conversation among students and between students and teachers. When these data are shared, the teacher is urged to consider whether the pattern is consistent with his or her ideas about a "good" classroom. Without access to this picture of the classroom, many teachers would not

be motivated to make changes. Many others would not know what changes were needed. Similarly data collected from teachers can help principals understand their schools' problems. It would be useful for training programs to train teachers and principals to collect and use this kind of information on their own.

Data about classrooms may be woven into a long-range program involving the use of personal or organizational systems of problem solving. A coherent and useful preparation for the problem-solving process would include training in: 1) identifying classroom problems; 2) diagnosing classroom problems; 3) developing plans; 4) taking action; and 5) getting feedback and evaluations. This approach stresses step-by-step analyses of the current situation before action is taken. When teachers have usually operated purely by intuition or tradition there is every possibility that classroom performance can be dramatically improved through training in this process. Similar models of rational problem solving can be used by principals alone or with members of a school staff. It is hoped that after skills of this sort have been learned, teachers or administrators will continue to apply them in new situations.

Using Research Information

Scientists concerned with ways of utilizing the behavioral sciences to improve education have followed the procedure of presenting to teachers one or more research findings relevant to the management of an interracial class or school. Teachers have then derived implications from these results for their own classrooms. For instance, one research finding is that persons from divergent racial or ethnic groups may be able to collaborate if a situation encourages them to commit themselves to goals that are of a higher priority than personal or subgroup goals or

fears. Deriving classroom practices from this finding involves specifying what the terms mean for the classroom and devising instructional programs that create superordinate goals. For example, what are some natural goals of diverse groups in the classroom? What could be a superordinate goal? Students and teachers all may be able to overcome antagonism and separation in their attempt to attain a common goal. As they do so they may collaborate in ways that affect other elements of classroom life.

The reverse of the above process can also be useful. A teacher may identify a problem and articulate some needs for research relevant to its resolution. When the scientist presents knowledge gained in these areas, the derivation process can begin again. Teachers or principals who undergo training in research derivation will need to know how to get access to scientific knowledge. This is not the same as becoming knowledgeable, and is important because information in the field of education is always becoming obsolete. A special skill is required to obtain new knowledge and to translate it into new educational methods or organizations.

An external consultant may be employed to help deal with many of the problems related to racial change in the schools. Unfortunately, many leaders of school systems request temporary and external agents to solve their problems. Most of the time the impossibility of this task is obvious even to the most casual observer. Sometimes, however, teachers' needs to be helped and consultants' desires to help exceed common sense. If consultants are committed to a person's or a system's continuing ability to grow and develop, the consultation process must teach teachers and principals ways of solving their own problems.

Selecting Appropriate Strategies

Retraining strategies are not mutually exclusive; in fact, the most effective designs may include a mix of several strategies. For example, a teacher's knowledge about youngsters from minority groups can be improved by reading, reviewing survey data presented by ethnic and socio-economic groupings, engaging in action research activities, or talking with other teachers who work with similar students. A teacher's own views on racial matters may be best dealt with through laboratory training or feedback from surveys, since the normal resistance to honest discussions of touchy issues may create barriers against the use of books, other teachers and consultants.

Principals' desires to learn new management skills can be met by conferences on research findings or opportunities to share ideas with colleagues. Learning to work differently with students of different races, however, probably requires a more personal and intensive type of training. Included would be real and simulated encounters with youngsters and adults of different races.

Any particular course of action will be a unique blend of strategies designed with each system's special characteristics and goals in mind. The selection and combination of particular elements of the design is a task which requires considerable skill and experience. It might be well for a school system to begin by experimenting with several small programs, each with a different combination of elements.

Affirmative Action Plans and Educator Change

In a number of schools staff retraining is not enough; most often greater numbers of minority staff members need to be employed. Typical professional standards and financial constraints usually make this diffi-

cult. The issues of minority staffing are cast in bold relief when financial strains require overall staff cutbacks, and when recently hired or promoted minority staff are first in line for removal.

The concepts of affirmative action and "deselection" have been tested in a few larger cities throughout the nation. In San Francisco where affirmative action policies have been partially implemented, the recent problem was not one of inclusion of minority administrators but of their retention in the face of fiscal cutbacks.

A priority on minority retention can be justified given the racial composition of school administrators in cities such as San Francisco. Less than 10% of administrators there are of minority status. The school board felt, on a 4-3 vote, that the rights of the minorities would not be guaranteed under the Fourth Amendment and they would not be given the right of "due process" if they were deselected from administrative to teaching ranks through normal seniority pressures. Therefore the Board adopted the policy that any minority administrator--black, Spanish speaking, Philipino or Asian--would be retained in that position because historically they had been denied due process and equal opportunity by being virtually excluded from administrative rank.

This decision brought mixed reactions from members of administrative organizations, the most verbal being the elementary and secondary administrators. Their contention was that this was reverse discrimination; that in reference to budget and fiscal cut-backs all people must be incorporated rather than minorities being excluded as the group that had been discriminated against previously.

Overlapping Legal Issues

The School Board was thus faced with the complex problem of: 1) trying to comply with the May 25th memorandum from HEW whereby efforts by school systems must be made to provide functional communications systems which would require more Spanish-speaking, Cantonese and Philipino administrators; 2) acting on a court order to integrate the schools and staff which meant that the minority administrators would have to be retained; 3) trying to respond to traditional norms and staff pressures.

The Board went through four months of hearings in which the superintendent and his staff were asked to define in court through the State Hearing Officer, the matter of accusations against Moscowitz, et al versus San Francisco Unified School Districts. The Hearing Officer felt that the Board was violating the Constitution because Armenians, Greeks, Jews, Maltese, Polish, Irish and Italians and others who "possess their own cultural and other unique characteristics" and who "likewise have suffered similar persecution, discrimination, oppression and deprivation in countries of their origin and the Unitied States, including the State of California" also constituted a minority. Thus the question of deselection in the State of California was not upheld.

The Board tried to reverse track by making all minority administrators' appointments "probationary" rather than "acting", and at this particular point in time there is litigation by the Teamsters Union to halt this aspect of the Board's affirmative action policy.

This issue will have major repercussions throughout the State of California and the nation insofar as 1) a school board that is facing fiscal cut-backs elected voluntarily to retain the few minorities that

it presently has as administrators, 2) this was not upheld in the State Hearing Court and 3) the Board decided to create probationary appointments for minority administrators given the lack of evaluation and definition of competencies in the urban areas. This is yet to be tested in the State or Federal court.

These are the small variables that must be assessed as one weighs and measures both long-range and short-range goals and policies regarding affirmative action. Unfortunately there have not been enough test cases in the Federal courts and the constitutional question has yet to be tested. This has meaning for a human relations change agent, both in viewing the research and the litigation cases now pending court decision. The legal brief of Moscowitz versus the San Francisco School Board should prove to be of educational value as one reviews both the record and policy of San Francisco Board of Education as interpreted by the State Hearing Officer and also by the respondents of the litigation. Similar cases may be tried throughout our educational systems as school districts try to impose a policy of affirmative action.

CHAPTER VIII

PLANNING CHANGE: USE OF THE FORCE FIELD ANALYSIS

We have stressed the importance of adequate diagnosis and careful planning as prime necessities in the problem-solving sequence and in the creation of local system change. One simple tool that can be used to facilitate diagnosis of the various resources and barriers to change present in any local situation is the force field analysis.[1] This assessment can help specify the strategies in the process of planning and taking action for change.

The force field technique usually attempts to differentiate the forces pushing for both stability and change in any local situation. It provides a diagrammatic illustration of the potential for and the resistance to change. At any single point in time an organization is assumed to be relatively stable. The forces for change and against change are in balance, and thus a status quo is maintained. The change-maker must upset this balance by overweighting the system in the direction of change forces, or by reducing the weight against change forces.

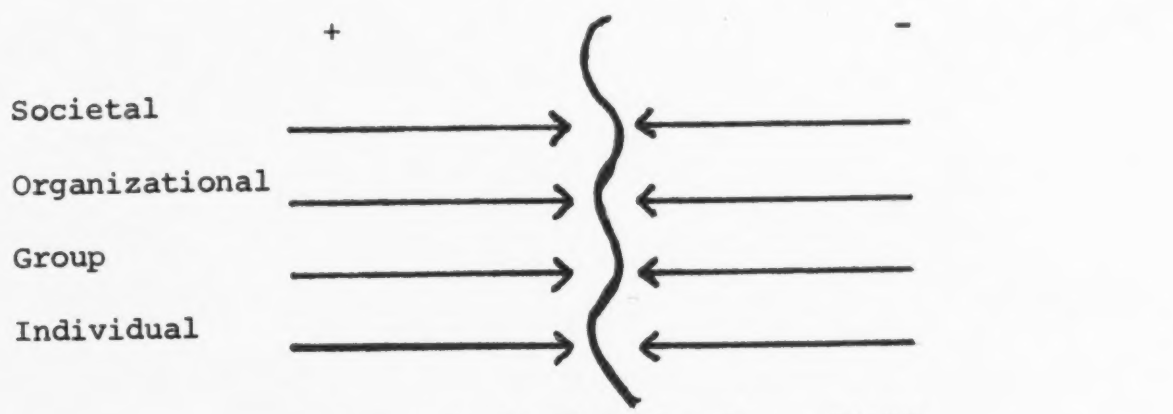
The diagram on the next page illustrates the use of a force field analysis. The goal for change is listed at the top of the page. The forces pushing for change are listed on the left hand column. The forces pushing against change listed on the right hand column. Some of those forces may be in the organization itself, some within a subgroup or team within the organization. Other forces may be within certain

[1]A more complete discussion of this can be found in "Theories of Personality," C. Hall and G. Lindzey, p. 224-233, (New York: John Wiley and Sons Inc., 1967). The original concept was developed by Kurt Lewin which he described as "vector psychology" in his "dynamic theory of personality."

Chart I

Force-Field Analysis

Change Goal: _____



Ways of altering the force-field

a. increase +
b. decrease -
c. engage uncommitted forces

individuals, or located in the society at large. In the case of desegregation, for instance, the legacy of American racism is a societal force pushing against change. The way a local school is structured so that teachers, students and the community have little to say about local plans is an example of an organizational force against change. Community movement to press for desegregation may be an example of an organizational force for change. Small groups of teachers or students organized in either direction are examples of group forces. And, finally, the personality of the principal, the superintendent and the human relations officer are examples of individual forces that may be arrayed on either side of the midline.

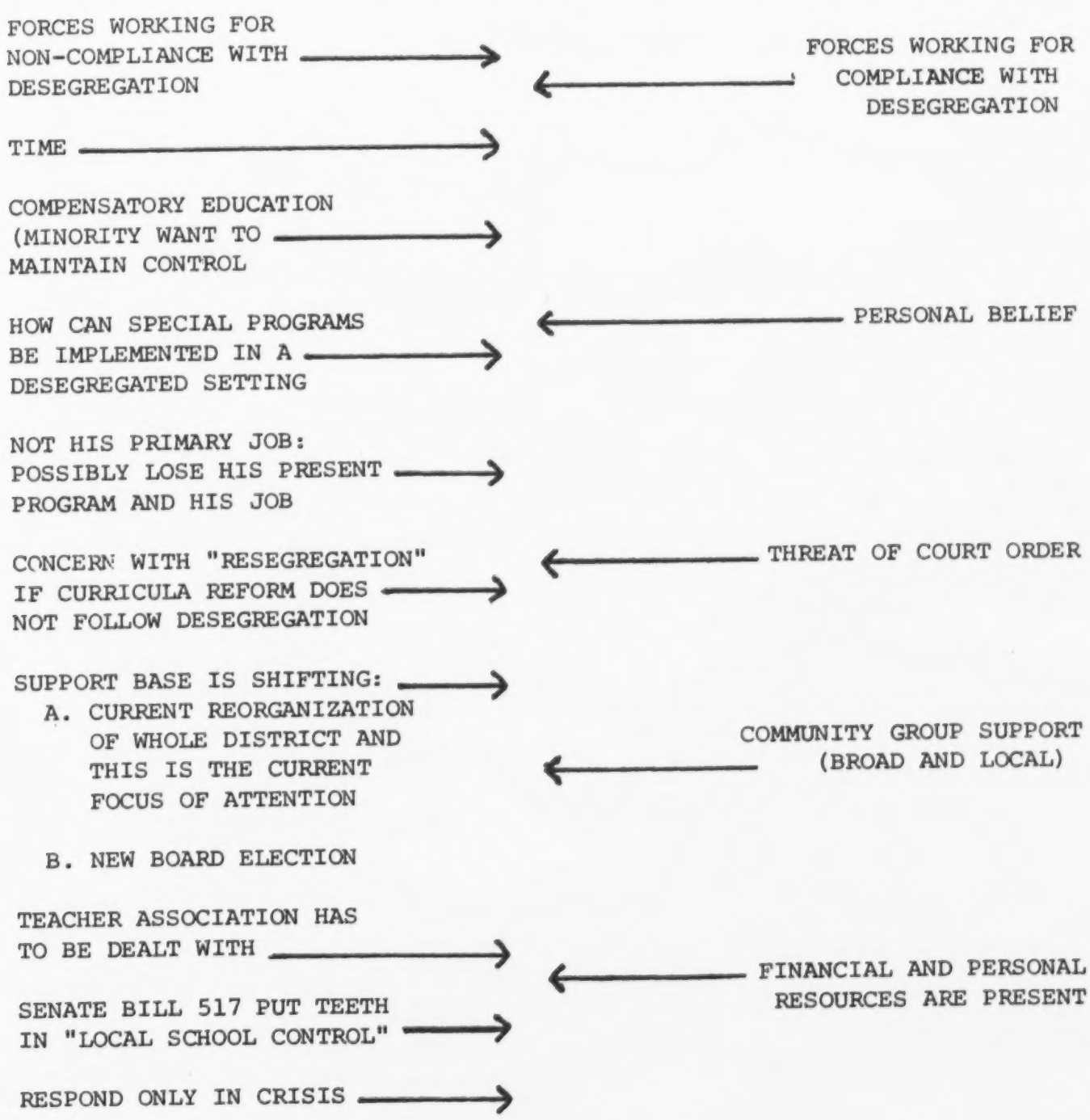
There are various ways of altering the current balance in any force field. One way is to strengthen the positive forces pushing for change. A second way is to decrease the negative forces pushing against change. A third alternative may be to add new positive forces to the map that have not yet appeared.

Most people plan strategies by immediately attempting to increase the strength of positive forces without considering the negative forces at all. It is most likely that increased pressure on the positive side will also increase pressure on the negative side unless specific attempts are made to prevent this from happening. Clear planning should augment the positive side while at the same time seeking to reduce or hold constant the negative side.

The use of the force field with respect to a particular school desegregation problem is illustrated in Chart 2. The first step is to clearly state the goal and list the existing forces for and against it. Using the example of the Alpha Situation (Chart 2) the stated goal was compliance with desegregation. In the right hand column are the forces

Chart II

FORCES FIELD ANALYSIS FOR ALPHA SITUATION


FORCES WORKING FOR NON-COMPLIANCE WITH DESEGREGATION
FORCES WORKING FOR COMPLIANCE WITH DESEGREGATION
TIME
COMPENSATORY EDUCATION (MINORITY WANT TO MAINTAIN CONTROL
HOW CAN SPECIAL PROGRAMS BE IMPLEMENTED IN A DESEGREGATED SETTING
PERSONAL BELIEF
NOT HIS PRIMARY JOB: POSSIBLY LOSE HIS PRESENT PROGRAM AND HIS JOB
CONCERN WITH "RESEGREGATION" IF CURRICULA REFORM DOES NOT FOLLOW DESEGREGATION
THREAT OF COURT ORDER
SUPPORT BASE IS SHIFTING:
A. CURRENT REORGANIZATION OF WHOLE DISTRICT AND THIS IS THE CURRENT FOCUS OF ATTENTION
B. NEW BOARD ELECTION
COMMUNITY GROUP SUPPORT (BROAD AND LOCAL)
TEACHER ASSOCIATION HAS TO BE DEALT WITH
SENATE BILL 517 PUT TEETH IN "LOCAL SCHOOL CONTROL"
FINANCIAL AND PERSONAL RESOURCES ARE PRESENT
RESPOND ONLY IN CRISIS

working for compliance. The left hand column includes those forces working against compliance, or for noncompliance.

The second step would be to go through all of those forces and estimate probable strength of each. In this way one can begin to conduct the diagnosis, not only of the forces present in the situation, but of their relative importance. In the Alpha situation, for instance, the teacher and administrative associations are among the most entrenched forces on the chart. Attempts to change those may swing the balance of power to the right hand side of the chart regardless of all the other forces.

Once the forces are listed and their strengths evaluated one can begin to plan ways of altering any of the individual forces in the field. This strategy of planning for change can be plotted on Chart 3 where the various ways of altering a force field can be listed in terms of resources and barriers. Finally, this entire analysis can be further refined on Chart 4. Here the immediate, short-range and long-range action steps can be listed as part of a planning diagram.

In these suggested steps we move from a statement of the problem and goal by use of the force field to an action plan for achieving the goal. It is excellent as a diagnostic tool to assess a situation, and as a planning tool to help illustrate ways of influencing the current status to create new alternatives.

Chart III

RESOURCES THAT CAN HELP YOU REALIZE YOUR OBJECTIVE

BARRIERS PREVENTING YOU FROM REALIZING YOUR OBJECTIVE

Chart IV

IMPLICATIONS FOR ACTION PLANNING

Immediate	Short-Range	Long-Range